

INDIANA NATIVE AMERICAN INDIAN AFFAIRS COMMISSION

2007 ANNUAL REPORT



January 9, 2008

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Dear Governor Daniels & Members of the General Assembly:

The Indiana Native American Indian Affairs Commission (INAIAC) is pleased to present its progress report for 2007. This report compares the goals set in 2006 to the progress made in 2007, describes new initiatives, and sets out its goals for 2008. Given that for 10 of the past 12 months, all of the work completed by the Commission has been done by part time volunteer Commissioners, we are proud of this record of accomplishment. We are still learning how to lead.

The transition from a new unfunded Commission to a funded and staffed Commission in less than a year has posed many obstacles. We have overcome by acknowledging the major learning curves presented to us by state government and by keeping our efforts tightly focused on our priorities. We shall continue to make effective recommendations that will allow our native people and our state to grow. A new proposed strategic development process has commenced and will be pursued vigorously in the coming months. This process will address and complement our efforts in a more measurable and accountable fashion.

The Commission hired a new Executive Director in November. With this addition, the INAIAC now has the ability to pursue more avenues more efficiently, and will permit us to realize the goals that are expected by the state and by the Native American community. As our budget drives our progress, we will continue to provide a clear account of events and necessary recommended changes that will allow prosperity for Native American people. Attention will be focused on education, employment, health, social and cultural awareness, and economic development which will secure positive results and upward trends for the State of Indiana.

INAIAC is excited and, with many barriers overcome in 2007, we have jumped forward at least two years in progress that was originally predicted by many Commissioners and state personnel. During this second year of operation, the energy of the Commissioners is very high and expectations have never been higher. The INAIAC is proving to itself and others its ability to make a difference.

We are dedicated to the betterment of the State of Indiana and our native and non-native people alike. The Commission would like to extend to you our sincerest thanks for your continued support for all of our efforts.

Respectfully Submitted,

Chief Brian Buchanan
INAIAC Chairman

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1. Mission

The Indiana Native American Indian Affairs Commission (INAIAC) is dedicated to study and make recommendations to appropriate federal, state and local governmental agencies in areas of concern to our state's native and nonnative people and communities. The ultimate objectives are to bring the native communities together, help identify and provide opportunities to the Native American community, and enhance social, cultural, community and economic development in Indiana.

The mission of the Indiana Native American Indian Affairs Commission is twofold:

1.1 to study problems common to Native American citizens of Indiana in the areas of employment, education, civil rights, health, housing, and the promotion of Native American awareness, and

1.2 to make recommendations in nine other areas of concern, including health issues, cooperation and understanding between and among native and non-native communities, cultural barriers to the educational system, stereotypes about native peoples, job training and workforce development, promotion of native-owned businesses, public awareness of native cultural, heritage, spirituality and modern issues, native historical and archaeological issues, and native access to government services.

2. Initiatives and Accomplishments - 2007

The Commission has made significant strides in the past year, pushing forward and making genuine progress despite many obstacles. It has endeavored faithfully to meet and exceed its legal mandate. This report describes those efforts:

2.1 INAIAC Budget. For the first eighteen months of its existence, the INAIAC operated without budget or staff. All work was done by the Commissioners themselves, on their own time and often outside of normal business hours. A year ago, the Commission decided to seek budget support from the General Assembly and from the Governor. A proposed budget was designed.

On February 7, 2007, the Chairman, Chief Brian Buchanan, and a member of the Executive Committee, Brian J. Fahey, presented testimony to the House Ways &

Means Committee in support of its budget proposal.

The House Ways & Means Committee reported favorably on the Commission's budget request. The Senate Appropriations Committee passed the state budget without a Commission budget, but the budget was restored in conference committee and passed both houses. On May 11, 2006, the Governor signed the state's biennial budget bill into law, scheduled to go into effect on July 1.

At the direction of the chairman, the INAIAC budget was rewritten to fit into the smaller amount appropriated and to conform to the structure and rules of the budget agency. It was adopted by the full Commission on June 6, 2007.

Between May 11 and June 6, the Commission's vision was rethought and reworked, though its priorities remained unchanged. Before, the proposed budget was built on the conclusion that its recommendations to the Indiana Department of Education concerning native-oriented supplemental educational materials for grades K-5 would require that the Commission pay for the to-be-produced materials for all 25,645 K-5 classrooms in the state. Nearly \$80,000 had been budgeted to meet that need. Only after May 11 did it become apparent that two options may significantly reduce that cost: digital distribution to the 292 school districts around the state, and/or "piggyback" distribution on existing supplements.

The budget was then rewritten and spread in the alternative: with and without an Executive Director. The Commission voted to adopt the budget alternative which included hiring an Executive Director. That budget was submitted to and approved by the required state agencies involved.

2.2 Health. With the assistance and leadership of Commissioner Carolyn Requiz, director of the Office of Minority Health, State Department of Health, the Commission commenced an initial study of the health issues affecting our state's native people. Information gathered suggested there are five principal areas of disparity concerning the health of native people. They are cardiovascular disease (higher), risk of stroke (higher), incidence of various cancers (some higher, some lower), chronic lower respiratory disease (much higher), and diabetes (much higher). Barriers to effective health care were also examined. These include lack of information and education, lower employment potential and achievement, lower individual and family incomes, and sporadic and insufficient family health insurance.

The Commission committed itself first to work on the public education side of the

equation. To that end, educational materials and brochures were obtained from the Office of Minority Health.

These materials were distributed by Commissioners at health screening booths set up at seven Pow Wows around the state in 2007:

- American Indian Council Pow Wow, Lebanon (April 28-29)
- Miami Gathering of All Nations Pow Wow, Raccoon Lake (June 2-3)
- Honoring Thelma Heart Pow Wow, Marion (July 7-8)
- Mihsihkinaahkwa Pow Wow, Columbia City (August 10-12)
- American Indian Council Pow Wow, Lebanon (August 18-19)
- Andersontown Pow Wow, Anderson (September 8-9)
- Evansville Indian Days Pow Wow, Evansville (September 28-30)

423 brochures were handed out, 126 blood pressure readings were taken, 32 body mass index tests were administered., and 47 signed up for the INShape program.

The educational materials were also made available at the various Town Hall Meetings held around the state in 2007 (Wabash, Indianapolis, Bloomington, Peru). Linda Madagame, the Commission's Secretary, organized the THM in Indianapolis.

The INAIAC partnered with the Minority Health Coalition to participate in a well attended fundraiser. This provided an exceptional opportunity to focus attention on the unique health issues faced by native people, and to demonstrate the Commission's leadership and commitment. In addition, the Chairman, Chief Brian Buchanan, served as a panelist at Coalition events held in Indianapolis and Fort Wayne.

2.3 Education. In furtherance of its statutory mandate to study educational issues affecting Native Americans, the Commission discussed at length and in detail how it could best meet this requirement. The Commission decided that, among the many challenges facing native people in primary, secondary and higher education, an initial focus on the primary grades would be the most effective approach. Our thinking expanded beyond addressing stereotypes and inaccurate information about native cultural, heritage, history, spirituality and history. Our concept was to address these issues within the broader context of public awareness. Thus, the Commission pushed forward on several fronts:

2.3.1 Town Hall Meetings - An opportunity to ask, and listen to, native and non-native people around the state about their personal experiences with the educational system.

2.3.2 Gathered data on the comparative performance of Native American students on the ISTEP tests.

2.3.3 Review of the social studies curriculum content of the K-5 textbooks on the "approved" list from the Department of Education.

2.3.4 First steps to gather and develop supplemental educational materials suitable for K-5 students, divided conceptually into K-2 (beginning and preliterate) and grades 3-5 (literacy skills development).

With the assistance and leadership of Dr. John Quick, Superintendent of the Bartholomew Consolidated School District and the Department of Education's designee to the Commission, relevant data was identified and assessed, and approved K-5 social studies textbooks were obtained for analysis.

The scope of the challenge is revealed by this 2005 data set:

<u>Grade</u>	<u>Average Class Size</u>	<u>Enrollment</u>	<u>Classrooms</u>
K	52	88,674	2771
1	20	91,706	4565
2	20	88,946	4402
3	19	85,605	4558
4	19	86,604	4663
5	19	88,000	4607
Totals		529,635	25,646

The U.S. Census projects the native population of Indiana (Native American, Alaskan Native, hawaiian) at 42,000 in 2006. This represents approximately 0.67%. Yet, parents are identifying their children as being native at the time of enrollment at the rate of 0.3%. What this means is that fewer than half of the native students in Indiana have been identified as such by their parents or by their school districts.

A core question arose: Why do native parents not identify their children as Native American?

Through the Town Hall Meetings, we have begun to understand why this is true. Native parents see no benefits to be gained by telling a school that their child is native and, from their own experiences, they see many actual and potential downsides to

doing so. The Commission has identified a federal education program which may benefit native students. But the criterion for qualification is that a minimum of ten students per school (not per school district) be identified as being of native heritage. Given the low rate of self reporting by parents, only those schools located near clusters of native families or near native communities (e.g., Tippecanoe, Marion, Vigo and Miami Counties) are likely to qualify. To date, none of the schools in those area school districts have sought either to increase the rate of parental reporting or to pursue grants under the federal program.

→ *To date we have been unable to articulate any benefits to be gained by native students or their families by self reporting, aside from the validity and reliability of the state's data collections and the long term prospect of eligibility for post-secondary financial aid.*

The performance of native students on the ISTEP tests is higher than for certain other minority populations, but lower than for non-native students.

This is true on both the English/Language Arts and Math tests. Graduation rates for native students are lower than for non-native students.

A review of the approved social studies textbooks is ongoing, though certain conclusions can be presented here. Across the K-5 grades, their textbooks do not mention native people at all after the mid to late 19th century period of tribal conflict. Culturally, the contributions of native people to American "common culture" (per Daniel Boorstin) is limited to passing mention of pre-contact tribal influences (Anasazi, petroglyphs, pottery), the occasional tribal song and dance, and the Thanksgiving feast of 1621. In-class activities are limited to Thanksgiving itself: construction paper feathered headbands, war whoops, Hollywood-style Indian dances, passing mention of native contributions to foods (squash, pumpkin, turkeys, etc.), and the bare historical fact that Indians saved the Pilgrims from ruin and death. Virtually no further mention is made of native people in the textbooks, and none more recent than the 1890s. A full content analysis continues.

From a variety of sources, we have been gathering ideas and curriculum materials which may be suitable or adaptable in Indiana schools, K-5.

In addition, we have commenced discussions with Alan McPherson, author of Educational Coloring Book of Indiana Indians, regarding the potential to adapt his materials to the K-2 and 3-5 classrooms. He has met with Commissioners Brian J. Fahey and Ray Gonyea (Vice Chairman of the Commission and Director of Native

American Arts and Culture at the Eiteljorg Museum in Indianapolis) to correct historical inaccuracies in the existing book, edit out unnecessary text and images, and identify new sets of text and images. Moreover, he has agreed in principle to rewrite the entire work to create a text-and-image version suitable for K-2 students. That these projected revised works may find other lucrative markets has not escaped his or our attention. This work continues.

The Commission has established contact with Purdue University's new Native American Education and Cultural Center on the West Lafayette campus. The Center's main focus is to attract Native American students into Purdue's graduate-level STEM disciplines. We have offered our assistance to the Center to enable it to connect with the Governor's Interstate Indian Council whose member Indian Affairs Commissions themselves have material contacts into tribes and native groups. We also attended the opening of IU-Bloomington's First Nations Native American Student office.

Lastly, for the second year the INAIAC participated in IUPUI's Native American Education Conference in Indianapolis. This year's agenda was directed to NAGPRA issues. NAGPRA stands for the Native American Graves Protection and Repatriation Act, a federal statute controlling the disposition of native artifacts and remains found under specific circumstances. Dr. Rick Jones, the Indiana State Archaeologist and DNR's designee to the Commission, has provided significant leadership and cooperation to the Commission and to the state's native people regarding the handling and disposition of such items found in Indiana or found elsewhere with a clear indication of Indiana native provenance. We are pleased to commend his outstanding work to your attention.

2.4 Housing. The Commission has been gathering information on housing assistance programs affecting Native Americans, e.g., heating assistance, acquisition of new homes, and elder assisted living. This study began slowly and is only now beginning to gain momentum. Tasks in process include an ongoing study to search other states for similar programs to help with Native American housing needs.

Felicia Boyd Smith of FSSA gave a presentation on Child and Family Services programs to provide a better understanding of what Indiana already has in place and how the Commission can support the state's current programs. There are current onsite reviews taking place in Marion, Jefferson and Montgomery counties.

The Committee members met with Steve Smith from FSSA's Office of Aging to develop a working relationship and to understand how better services to our native

communities could be provided.

Other issues under study include federal transitional housing grants (nursing home to home, for example), tax credits, grants, and low interest mortgage loan programs.

Native American housing needs were discussed with Michael Young from Indiana Housing. This relationship may lead to a better understanding of how native people can better access existing housing programs in the state.

2.5 Public Education and Outreach. The Commission has sought out and created many opportunities to reach out to and connect with native and non-native people on issues affecting the state's native population. This includes the following:

2.5.1 The Commission is committed to expanding the number and reach of its Town Hall Meetings in 2008, with a goal of organizing one every sixty days around the state, especially in areas in which the Commission's exposure has been thin.

2.5.2 Preliminary work has begun to design and cost out more effective and informative booth displays and handout materials.

2.5.3 The INAIAC website has been upgraded, and a design order has been placed with the Indiana Office of Technology to redesign the website as a whole. The Commission's new Executive Director has been instructed to take the Content Management Program course to facilitate more rapid additions and edits to the website. A new email address has been hyperlinked to the Commission's website. This has enabled direct contact between the Commission and native people around the state.

2.5.4 The Commission joined in celebrating the Native American Proclamation Day at the Indiana State Fairgrounds, and took that opportunity to connect with many native people living in and near Indianapolis. We estimate that total native population to exceed 16,000.

2.5.5 Articles appeared in the REMC newsletter and in Indiana Lawyer in 2007 describing the Commission and its work. Total distribution was estimated at 24,000.

2.5.6 For the second year, the Commission staffed a booth at the Eiteljorg Museum's "Indian Market" for 3 days in June. The booth display was cobbled together from scrap wood, augmented by banners printed by Tippecanoe County's MITS staff

MITs staff with the support of the county commissioners. Over 400 handouts were printed from personal computers and distributed to attendees. Initial contacts were made with several native organizations.

2.5.7 Contact has been made with native student organizations at Purdue University, Notre Dame, the IU-PU regional campus in Fort Wayne, and ITT of Fort Wayne.

2.5.8 Commissioners participated in the Inclusion Fest held in Garfield Park in Indianapolis.

2.5.9 The Commission served as an information hub for upcoming events, including:

- International Festival
- Faith Based Community Initiative
- Ethnic Expo
- Indiana INShape
- Tecumseh Film by Rik Burns, cosponsored by WGBH-Boston and PBS (filmed in Tippecanoe County in July and November)
- Garfield Park Awareness Program
- Minority teacher program promoting Native American teachers

The Commission will continue to pursue aggressively every opportunity it can identify to promote its goals in Public Education and Outreach.

2.6 Economic Development. Work continued to compile a master *Indiana Native American Business Directory*. A working draft has been prepared, and two new data sets have been identified for inclusion. A separate directory for nonprofit native groups and organizations is being organized.

Preliminary discussions have been held on applying GIS standard map mashing techniques to the development of one or more Native American oriented travel and tourism maps for Indiana. Information continues to be collected on all material sites in the state, including those which have been recognized by the state's historical marker program. This promises to be an unusually complicated task, but the Commission's goal is clear: to explore travel and tourism opportunities related to Indiana's Native American historic and cultural locations in an effort to boost the state's economy.

The grade-specific coloring book versions being contemplated raise the prospect of an income generating opportunity for the author(s) and the Commission. Sales through gift shops, museums, county historical societies, and in and through locations in other states may make possible a small but reliably independent revenue stream.

2.7 Organizational. Much progress has been made to bring the Commission into full operational status.

2.7.1 *Office*. DWD provided a room and access to common areas to the Commission. It is located in W252, Government Center South.

2.7.2 *Executive Director*. After a difficult four month process, the Commission hired Aleeah Livengood to serve as the new Executive Director. She began work on November 5, 2007. We are pleased to have someone her experience and potential working for the Commission. She can be reached directly at the office or by email:

317-234-4887

ALivengood@inaiac.in.gov

2.7.3 *Commissioner Training*. Arrangements were made to provide the Commissioners with ethics training by a representative of the Ethics Commission, and training on the requirements of Indiana's public access/open meeting statute. Training in both was completed by May, 2007.

2.7.4 *Secretary*. By bylaw amendment, the position of Secretary was added to the officers of the Commission. Commissioner Linda Madagame was elected.

2.7.5 *Meetings*. By gracious invitation from the Eiteljorg Museum, an agreement was reached whereby the 2008 Commission meetings will continue to be held at the Eiteljorg.

2.7.6 *Governors Interstate Indian Council (GIIC)*. Formed in 1949 by the Governor of Minnesota, the GIIC now consists of all 33 Indian Affairs Commissions throughout the country. It promotes a set of common values and goals, and serves as a collective resource for all Commissions. First contact was made in July, 2007. We were welcomed enthusiastically and the INAIAC membership application was submitted. Arrangements were made for two Commissioners (Gonyea, Fahey) to attend the annual GIIC conference in Sep-tember. Affiliation with the GIIC is already yielding dividends.

2.7.7 *State Recognition Executive Order.* At the direction of the Chairman, the first round of research and a preliminary draft of a proposed Executive Order were completed. By this EO, criteria and procedures would be established by the Governor who could extend, at his discretion, state recognition to applicant tribal groups. Further research is anticipated before a final draft will be ready for review. A legal memorandum was elicited from a prominent Indian law firm in Washington, D.C. confirming our conclusion that working towards this end in no way conflicts with the statutory prohibition on matters involving tribal sovereignty.

2.7.8 *Committee work on "study and recommend" projects.* Ten committees are responsible for the basic statutory work of the Commission - study and recommend. Each committee has been active and has made substantial progress toward reaching the Commission's objectives.

- Executive Committee. Its duties are to meet and attend to situations in the interim of bimonthly meetings per the bylaws and state statute. It has met often and as required. Before the Executive Director was hired, it furnished day-to-day supervision over the Commission's operations, and handled the myriad details related to creating the Executive Director position, posting it on the Job Bank, reviewing applications preliminarily, distributing materials to the full Commission, and scheduling interviews. Chief Buchanan is the chair.

Lastly, for the past six months, Chairman Buchanan has been considering how the INAIAC can develop a cogent strategic plan for its future. At his direction, a document proposing a strategic planning process has been written and is being circulated informally for comment.

- Legislative Procedures Committee. Its first task was to seek budget support from the 2007 General Assembly. A proposed budget was written, arrangements were made to prepare materials to support the budget request, testimony was prepared for a hearing before the House Ways & Means Committee, and numerous contacts were made with legislators in an effort to garner support. The effort was successful; a modest biennial budget was secured.

The committee was directed to prepare language for a bill containing technical amendments to the Commission's authorizing statute. This has been completed, and a bill will be introduced into the 2008 session of the General Assembly.

Extensive discussions have taken place between this Committee and a working group from Historic Prophetstown in Tippecanoe County. Since the inception of the

Native American license plate, the proceeds from the plate's trust fund have inured to the benefit of Historic Prophetstown. As the mission of that organization has shifted away from native content and toward an historic farming operation, a shift in the designation for the trust fund was in order. A tentative agreement has been reached by which Historic Prophetstown will relinquish those proceeds. In exchange, to the extent that Historic Prophetstown seeks to rehabilitate its native content, the Commission agrees to use its influence and contacts to secure the assistance of Native Americans to ensure the accuracy and integrity of such presentations. A bill seeking the change in designation will be introduced separately by DNR.

- State Recognition Committee. Its activities and progress are noted above.
- NAGPRA and Repatriation Committee. Its duties are to study and report on applicable laws from federal and state points of view. NAGPRA and the repatriation processes are federal in nature. Many artifacts and other items found in Indiana are not subject to NAGPRA. Those finds that are not subject to NAGPRA are handled according to state law and regulations. In the future, the Commission anticipates exploring the possibility of preparing a state version of the federal NAGPRA statute in order to render the state and federal processes consistent.

In 2007, three discoveries of Native American remains were reported in Bartholomew County (east of Bloomington), Hamilton County (northeast of Indianapolis), and in LaGrange County (north of Fort Wayne). Reports and findings will be prepared by the University of Indianapolis and are pending.

- Department of Corrections Committee. Its duties are to address spiritual needs of the Native Americans incarcerated within the Department of Corrections and make recommendations to the Commission.

Visits to many State Correctional Facilities have revealed the need to identify and recruit more Native American Spiritual Advisors to provide for the spiritual needs of the approximately 250 Native American inmates spread through the DOC system. A system to evaluate the credentials of such providers was recommended to the DOC. It was accepted and has been implemented. Those who seek to provide such services in the Indiana prison system must submit their credentials to this committee. The DOC receives the recommendations of the committee and makes the final determination. Each member of this committee who reviews those credentials is himself an acknowledged expert in Native American spirituality. This process ensures that those who provide spiritual services are bona fide. Poseurs and wannabes with other agendas have been and are being filtered out of the system.

In addition, DOC's procedures handbook has been evaluated to address Native American concerns for incarcerated individuals. Recommendations have been made on how to meet the spiritual needs of Native American inmates while accommodating the DOC's need to maintain control and security within its facilities. Dr. Stephen Hall, Director of Religious Services and DOC's designee to the Commission, has provided valuable support to this effort.

The DOC has created and filled a full time position within the Religious Services directorate. This person supervises all providers of spiritual services to Native American inmates, and advises staff on the unique religious, dietary, worship and prayer practices, and religious property requirements involved.

The committee has learned that 90% of incarcerated Native Americans suffer substance abuse problems. It is presently considering a recommendation to involve the White Bison Native American AA Group in targeted treatment programs.

- Sachem Advisory Committee. Governor Daniels has reactivated the Sachem Award recognizing outstanding service to the State of Indiana. To further that program, he asked the Commission to assist the Indiana State Museum in its efforts to develop a permanent display. The committee has been consulting with and advising the Museum on the design and display. We expect this work to be completed in 2008.

- Native American Business Directory Committee. Its work is noted above. The Executive Director has been directed to augment the current working draft with one data set that has been provided and two additional data sets which have been identified. It may be completed as early as March, 2008.

- Housing Assistance Committee. Its work has been described above.

- Education Assistance Committee. It is responsible for gathering information on educational support opportunities for Native American students and families. Studies have revealed that Native American students who are members of federally or state recognized tribes have more extensive scholarship opportunities than do students with no acknowledged tribal affiliation. The committee will continue to explore how adopting a system of state recognition of Indian tribes can increase the total dollars available to our state's Native American college students.

In addition, a separate effort has been underway to catalog all available student grant and loan programs to which Native American students have access. When completed, this database will be posted on the INAIAC website and distributed as

widely as possible to high schools, colleges and universities. The committee's working relationship with college-level student groups continues to grow. The IUPUI Native American Student Alliance, the Purdue Student Association, the Indiana University First Nations Student Association, and the IPFW Native American Student Association, have been working with the education committee to promote and enhance opportunities for Native American students statewide.

- Health Assistance Committee. The work of this committee is described above.

3. Future Plans and Objectives

Until Mrs. Livengood agreed to serve as the Commission's new Executive Director, the burden of the Commission's endeavors fell on a handful of dedicated volunteers - the Commissioners, friends, family and colleagues. As much as we've been able to do in 2007, we realize that we are only beginning to fulfill the mandates given the Commission by law, and honoring the trust and faith placed in us by the Governor and the General Assembly.

Having an Executive Director changes that. Now our challenge is to learn how we can best utilize her talents and energy to meet the Commission's goals. It is reasonable to expect that our progress will move forward faster and more effectively. We expect no less of ourselves.

In 2008, the Commission will continue its studies in health, education, housing and economic development.

3.1 Its goals in the health are to continue to develop public awareness and educational materials for distribution at events and through the Commission's website.

3.2 The INAIAC's goals for 2008 for its study of educational issues are:

- 3.2.1 Complete the textbook content analysis
- 3.2.2 Sift through possible curriculum materials to select a "best set" suitable for each grade, K-5
- 3.2.3 Continue working with Alan McPherson on the coloring book

revisions.

- 3.2.4 Engage the Department of Education on the feasibility of Distributing supplemental educational and activity materials
- 3.2.5 Continue to elicit from native people around the state their views on the educational system - barriers, challenges and issues
- 3.2.6 Begin examining why native students underperform on the ISTEP tests compared to their non-native classmates
- 3.2.7 Develop a series of Public Service Announcements for radio urging parents to identify their native children at enrollment, ready for distribution in time for the 2008-2009 school year.

3.3 The Commission's goals in the housing area are twofold: continue to learn about available housing assistance programs at the federal, state and local level, and study the special housing needs of native persons, families and communities.

3.4 In economic development, the Commission will complete its development of a Native American Business Directory and a companion directory for nonprofits. Tourism concepts related to Indiana's Native American history and culture will continue to be explored and developed. A new study of employment and workforce development issues will be launched.

3.5 In 2008, the Commission will begin a new study into civil rights issues and challenges faced by native people and groups.

3.6 Early in 2008, the Commission will consider adopting a strategic planning process document. Once adopted, the process likely will result in one or more full Commission public meetings devoted to strategic planning. It is our goal to complete the process and create a strategic plan before the end of this fiscal year.

3.7 Work will continue in many other areas that have led and are leading to recommendations to state and local governments. One aspect of our effort to connect with our state's native people deserves a special mention.

For the first time this year, the Commission established strong, official lines of communication with three of Indiana's existing tribes: the Miami Nation of Indiana Indians (Peru), the Wea Tribe (Lafayette), and the Upper Kispoko Sept of Shawnee

(Kokomo). Further, we have fostered direct contacts among the leaders of these tribes, contacts that are unprecedented in the modern era.

Moving forward, the INAIAC sees itself serving three fundamental roles:

- A nexus of connection between and among native people, groups and communities, and between native and non-native interests;
- A provider of studies and recommendations to all levels of government concerning the issues of native people in Indiana and how they can best be addressed;
- A critical mass of leadership forging common bonds among our diverse native people, as well as striving to merge and guide the energies of our state's native population for the betterment of Indiana as a whole, native and non-native alike.

We believe these are goals worth reaching for.

Respectfully submitted,

Chief Brian J. Buchanan
Chairman
Indiana Native American Indian Affairs Commission

Appendices

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Appendix 1

INAIAC Budget

FY2008 - FY2009

	FY2008	FY2009
Salaries & Wages	49,800	51,294
Fringe Benefits	17,230	17,747
Other Personal Services	0	0
Total Personal Services	67,030	69,041
52 Services Other than Personal	2,500	2,500
53 Services by Contract	10,000	9,610
54 Materials and Supplies	2,100	2,100
55 Equipment	3,870	1,440
57 Grants, Distributions & Subsidies	0	0
58 In-State Travel	10,400	11,009
59 Out-of-State Travel	4,100	4,300
Total Other Services	32,970	30,959
Grand Total	100,000	100,000
Staffing:		
Full Time Position	1	1
Intermittent Positions	1	1

Appendix 2

Top Priority Areas for Addressing American Indian Health in 2008 Interim Report of the Health Committee

Overview (Demographics): This racial group includes people having origins in any of the original peoples of North, South America, and Central America, who maintain tribal affiliation or community attachment. As of 2005, there were an estimated 4.5 million people who were classified as American Indian and Alaska Native alone or American Indian and Alaska Native in combination with one or more other races. This racial group comprises 1.5 percent of the total U.S. population.

1.8 million American Indians and Alaska Natives live on reservations or other trust lands. 57 percent of American Indians and Alaska Natives live in metropolitan areas; this is the lowest metropolitan percentage of any racial group. 1.3 million American Indian and Alaska Natives are under the age of 18, which comprises one-third of this racial group.

Currently, there are 561 federally recognized (AI/AN) tribes, and more than 100 state recognized tribes. There are also tribes that are not state or federally recognized. Federally recognized tribes are provided health and educational assistance through a government agency called Indian Health Service (IHS), U.S. Department of Health and Human Services. The IHS operates a comprehensive health service delivery system for approximately 1.8 million American Indians and Alaska Natives. The majority of those who receive IHS services live mainly on reservations and in rural communities in 35 states, mostly in the western United States and Alaska. 36 percent of the IHS service area population resides in non-Indian areas. Typically, this urban clientele has less accessibility to hospitals; health clinics or contract health services implanted by the IHS and tribal health programs. Studies on the urban American Indian and Alaska Native population has documented a frequency of poor health and limited health care options for this group.

Since 1972, IHS has embarked upon a series of initiatives to fund health-related activities in off-reservation settings, which will make health care services accessible to urban American Indians and Alaska Natives. Currently, the IHS funds 34 urban Indian health organizations, which operate at 41 sites located in cities throughout the United States. Approximately 600,000 American Indians and Alaska Natives are eligible to utilize this program. The thirty-four programs administer: medical services, dental services, community services, alcohol and drug abuse prevention, education and treatment, AIDS and sexually transmitted disease education and prevention services, mental health services, nutrition education and counseling services, pharmacy services, health education, optometry services, social services, and home health care.

Top 10 Causes of Death for American Indians and Alaskan Natives

1. Heart disease
2. Cancer
3. Unintentional injuries
4. Diabetes
5. Stroke
6. Chronic liver disease and cirrhosis
7. Chronic lower respiratory disease
8. Suicide
9. Influenza and pneumonia
10. Nephritis, Nephrotic syndrome, and Nephrosis

1. Suggested Priority Intervention Area—Physical Activity & Diet

Table 1. Age-adjusted percent distributions (with standard errors) of limitation in usual activities, and percentages (with standard errors) of persons limited due to 1 or more chronic conditions, by selected characteristics: United States, 2005

White	100.0	11.6 (0.16)
Black or African American	100.0	14.1 (0.40)
American Indian or Alaska Native	100.0	15.9 (2.21)
Asian	100.0	6.4 (0.53)

Heart Disease

- American Indian/Alaska Native adults are 1.2 times as likely as White adults to have heart disease.
- American Indian/Alaska Native adults are 1.4 times as likely as White adults to be current cigarette smokers.
- American Indian/Alaska Native adults are 1.6 times as likely as White adults to be obese.
- American Indian/Alaska Native adults are 1.3 times as likely as White adults to have high blood pressure.

Stroke

- In general, American Indian/Alaska Native adults are 60% more likely to have a stroke than their White adult counterparts.
- American Indian/Alaska Native women have twice the rate of stroke than White women.
- American Indian/Alaska Native adults are more likely to be obese than White adults and they are more likely to have high blood pressure, compared to White adults.

2. Suggested Priority Intervention Area—Diabetes Education and Prevention

Diabetes

- American Indian/Alaska Native adults were 2.3 times as likely as white adults to be diagnosed with diabetes.
- American Indians/Alaska Natives were twice as likely as non-Hispanic whites to die from diabetes in 2003.
- American Indian/Alaska Native adults were 1.6 times as likely as White adults to be obese.
- American Indian/Alaska Native adults were 1.3 times as likely as White adults to have high blood pressure.

3. Suggested Priority Intervention Area—Smoking Cessation

Table 12. Mothers who smoked cigarettes during pregnancy, by detailed race, Hispanic origin, age, and education of mother: United States, selected years, 1989–2004

[Data are based on birth certificates]

[Click here for spreadsheet version](#)

Characteristic of mother	1989	1990	1995	2000	2002	2003 ¹	42 reporting areas	
							2003 ²	2004 ¹
Race of mother								
				Percent of mothers who smoked ^{3,4}				
All races	19.5	18.4	13.9	12.2	11.4	10.7	10.4	10.2
White	20.4	19.4	15.0	13.2	12.3	11.6	11.1	11.0
Black or African American	17.1	15.9	10.6	9.1	8.7	8.1	8.3	8.2
American Indian or Alaska Native	23.0	22.4	20.9	20.0	19.7	18.1	18.2	18.2
Asian or Pacific Islander ⁵	5.7	5.5	3.4	2.8	2.5	2.2	2.2	2.2
Chinese	2.7	2.0	0.8	0.6	0.5	---	---	---
Japanese	8.2	8.0	5.2	4.2	4.0	---	---	---
Filipino	5.1	5.3	3.4	3.2	2.9	---	---	---
Hawaiian	19.3	21.0	15.9	14.4	13.7	---	---	---
Other Asian or Pacific Islander	4.2	3.8	2.7	2.3	2.1	---	---	---
Hispanic origin and race of mother ⁶								
Hispanic or Latino	8.0	6.7	4.3	3.5	3.0	2.7	2.7	2.6
Mexican	6.3	5.3	3.1	2.4	2.2	2.0	2.1	2.0
Puerto Rican	14.5	13.6	10.4	10.3	9.0	7.9	8.5	8.5
Cuban	6.9	6.4	4.1	3.3	2.8	2.4	5.8	6.4
Central and South American	3.6	3.0	1.8	1.5	1.3	1.1	1.1	1.2
Other and unknown Hispanic or Latino	12.1	10.8	8.2	7.4	6.5	6.6	6.9	6.4
Not Hispanic or Latino:								
White	21.7	21.0	17.1	15.6	15.0	14.3	13.8	13.8
Black or African American	17.2	15.9	10.6	9.2	8.8	8.3	8.4	8.4

Table 65 (page 1 of 2). Current cigarette smoking among adults, by sex, race, Hispanic origin, age, and education: United States, average annual 1990–1992, 1995–1998, and 2002–2004

[Data are based on household interviews of a sample of the civilian noninstitutionalized population]

[Click here for spreadsheet version](#)

Characteristic	Male			Female		
	1990–1992 ¹	1995–1998 ¹	2002–2004	1990–1992 ¹	1995–1998 ¹	2002–2004
18 years of age and over, age adjusted ²						
	Percent of persons who are current cigarette smokers ³					
All persons ⁴	27.9	26.5	23.8	23.7	22.1	19.4
Race⁵						
White only	27.4	26.4	23.8	24.3	22.9	20.2
Black or African American only	33.9	30.7	25.1	23.1	21.8	17.7
American Indian or Alaska Native only	34.2	40.5	34.3	36.7	28.9	28.7
Asian only	24.8	18.1	17.0	6.3	11.0	6.0
Native Hawaiian or Other Pacific Islander only	---	---	*	---	---	*
2 or more races	---	---	33.1	---	---	29.2
American Indian or Alaska Native; White	---	---	44.5	---	---	35.5
Hispanic origin and race⁵						
Hispanic or Latino	25.7	24.4	20.1	15.8	13.7	10.6
Mexican	26.2	24.5	19.8	14.8	12.0	9.5
Not Hispanic or Latino	28.1	26.9	24.5	24.4	23.1	20.7
White only	27.7	26.9	24.8	25.2	24.1	21.9
Black or African American only	33.9	30.7	25.1	23.2	21.9	17.8
18 years of age and over, crude						
All persons ⁴	28.4	27.0	24.2	23.6	22.0	19.2

Cancer

- In 2002, American Indian/Alaska Native men were 30% less likely to have prostate cancer as non-Hispanic white men.
- In 2002, American Indian/Alaska Native women were 30% less likely to have breast cancer as non-Hispanic white women.
- American Indian/Alaska Native men were twice as likely to be diagnosed with stomach and liver cancers as white men.
- American Indian Women were 20% more likely to die from cervical cancer compared to white women.

4. Suggested Priority Intervention Area—Lack of Care or Infrequent Care

Table 79 (page 1 of 2). No health care visits to an office or clinic within the past 12 months among children under 18 years of age, by selected characteristics: United States, average annual 1997–1998, 2001–2002, and 2003–2004

[Data are based on household interviews of a sample of the civilian noninstitutionalized population]

[Click here for spreadsheet version](#)

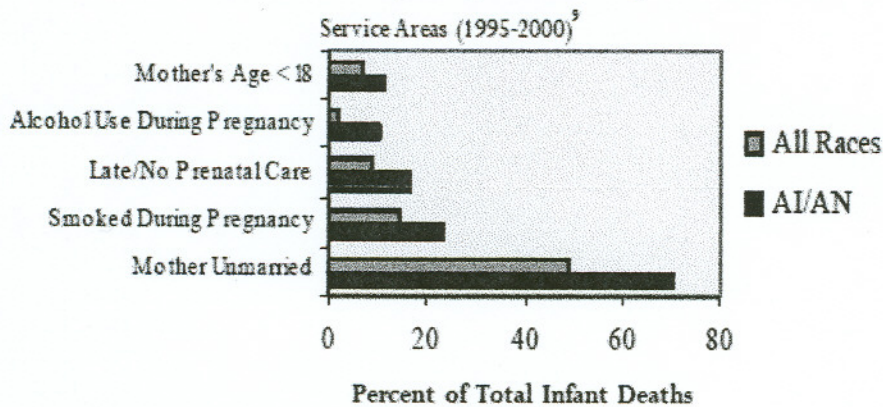
Characteristic	Under 18 years of age			Under 6 years of age			6–17 years of age		
	1997–1998	2001–2002	2003–2004	1997–1998	2001–2002	2003–2004	1997–1998	2001–2002	2003–2004
Percent of children without a health care visit ¹									
All children ²	12.8	12.1	12.0	5.7	6.3	6.3	16.3	14.9	14.8
Race ³									
White only	12.2	11.5	11.8	5.5	6.4	6.4	15.5	13.9	14.4
Black or African American only	14.3	13.3	11.9	6.5	5.9	5.5	18.1	16.8	14.8
American Indian or Alaska Native only	13.8	*18.6	16.3	*	*	*	*17.6	*23.0	19.5
Asian only	16.3	15.6	17.8	*5.6	*6.8	*7.9	22.1	20.5	22.2
Native Hawaiian or Other Pacific Islander only	---	*	*	---	*	*	---	*	*
2 or more races	---	8.3	8.9	---	*3.3	*	---	12.4	11.8
Hispanic origin and race ³									
Hispanic or Latino	19.3	18.8	19.1	9.7	9.6	10.4	25.3	24.0	24.1
Not Hispanic or Latino	11.6	10.6	10.3	4.8	5.4	5.2	14.9	13.0	12.7
White only	10.7	9.7	9.5	4.3	5.3	4.9	13.7	11.7	11.6
Black or African American only	14.5	13.4	11.9	6.5	6.0	5.4	18.3	16.8	14.9
Percent of poverty level ⁴									

Table 1. MCH Disparities between American Indian/Alaska Natives (AI/AN) and All Race Populations in UIHO Service Areas (1993–2002)

	AI/AN	All Race
Mother's Age less than 18	7.9%	4.4%
Mother Unmarried	60.1%	35.4%
Maternal Alcohol Consumption	4.4%	1.2%
Late† or No Prenatal Care	8.6%	4.5%
Smoked During Pregnancy	15.9%	9%
Premature† Birth	12.6%	11.1%

Maternal alcohol consumption was four times more common among American Indian/Alaska Native mothers than for all mothers

Figure 4. Factors Associated with Infant Deaths: Disparities Between American Indian/Alaska Native (AI/AN) and All Race Populations in UIHO



Immunization

- In 2004, American Indian/Alaska Native adults ages 18 to 64 years were slightly less likely than their non-Hispanic white counterparts to have received the influenza (flu) shot in the past 12 months.

Infant Mortality

- American Indian/Alaska Natives have 1.5 times the infant mortality rate as non-Hispanic whites.
- American Indian/Alaska Native babies are 2.2 times as likely as non-Hispanic white babies to die from sudden infant death syndrome (SIDS), and they are 1.4 times as likely to die from complications related to low birth weight or congenital malformations compared to non-Hispanic whites babies.
- American Indian/Alaska Native infants are 3.6 times as likely as non-Hispanic white infants to have mothers who began prenatal care in the 3rd trimester or did not receive prenatal care at all.

5. Suggested Priority Intervention Area—Increase the Number of Grant Writing & Capacity Building Activities

6. Suggested Priority Intervention Area—Increase the Number of Partnerships With Hospitals, Universities, Minority Health Organizations, and Minority Health Grassroots Organizations and Leaders

→

While the committee has done an excellent job of partnering with existing Native organizations, it is highly recommended that a long range strategic plan be developed by the entire Commission for initiating an increased number of effective partnerships.

Appendix 3

State Total ISTEP Language Arts and Mathematics Cross Tabulation

Page 1 of 3

SCHOOL DATA		State Total ISTEP Language Arts and Mathematics Cross Tabulation					Indiana Department of Education		
Year	Subject	Grade	Ethnicity	Avg Scale Score	Number Tested	Num Undetermined	Number Passing	Percent Passing	
Graph 2006-07	Language Arts	3	Native Am.	440	211	0	163	77%	
			Black	410	9540	70	5397	57%	
			Asian	459	1186	44	946	80%	
			Hispanic	410	5377	107	2960	55%	
			White	448	63027	230	50155	80%	
			Multiracial	435	3543	18	2589	73%	
			no resp	415	312	8	179	57%	
Graph 2006-07	Language Arts	4	Native Am.	454	224	1	159	71%	
			Black	436	9261	71	5318	57%	
			Asian	487	1117	46	916	82%	
			Hispanic	435	5334	107	3054	57%	
			White	471	63880	386	51035	80%	
			Multiracial	461	3329	20	2497	75%	
			no resp	431	280	13	153	55%	
Graph 2006-07	Language Arts	5	Native Am.	473	208	1	144	69%	
			Black	451	9646	118	5332	55%	
			Asian	506	1097	36	895	82%	
			Hispanic	454	5260	155	3022	57%	
			White	490	65428	297	52383	80%	
			Multiracial	477	3013	22	2220	74%	
			no resp	458	188	7	114	61%	
Graph 2006-07	Language Arts	6	Native Am.	491	201	1	131	65%	
			Black	470	10060	94	5202	52%	
			Asian	519	1081	34	861	80%	
			Hispanic	473	5063	115	2692	53%	
			White	504	65357	217	50249	77%	
			Multiracial	494	2933	23	2046	70%	
			no resp	491	205	9	121	59%	
Graph 2006-07	Language Arts	7	Native Am.	501	231	2	118	51%	
			Black	487	10186	176	4608	45%	
			Asian	552	1004	55	761	76%	
			Hispanic	494	4841	210	2494	52%	
			White	533	66257	426	48950	74%	
			Multiracial	523	2607	26	1766	68%	
			no resp	495	167	17	77	46%	
Graph 2006-07	Language Arts	8	Native Am.	529	210	2	136	65%	
			Black	506	10212	192	4368	43%	
			Asian	560	916	46	696	76%	
			Hispanic	511	4650	162	2219	48%	
			White	545	67507	393	49846	74%	
			Multiracial	535	2396	26	1594	67%	
			no resp	526	233	23	124	53%	

<u>Graph</u> 2006-07 Language Arts	9	Native Am.	530	248	19	138	56%
		Black	510	10068	527	4387	44%
		Asian	577	974	48	757	78%
		Hispanic	517	4455	278	2213	50%
		White	557	68401	1300	50266	73%
		Multiracial	544	2115	63	1366	65%
		no resp	501	382	50	128	34%
<u>Graph</u> 2006-07 Language Arts	10	Native Am.	561	208	4	124	60%
		Black	538	9604	492	3774	39%
		Asian	585	978	29	693	71%
		Hispanic	542	3971	240	1744	44%
		White	580	68072	1381	50071	74%
		Multiracial	570	1865	48	1242	67%
		no resp	557	1012	608	219	22%
<u>Graph</u> 2006-07 Mathematics	3	Native Am.	421	211	0	159	75%
		Black	393	9540	35	5102	53%
		Asian	451	1186	2	979	83%
		Hispanic	399	5377	8	3081	57%
		White	434	63027	119	48888	78%
		Multiracial	418	3543	10	2403	68%
		no resp	393	312	1	171	55%
<u>Graph</u> 2006-07 Mathematics	4	Native Am.	439	224	2	159	71%
		Black	416	9261	55	5003	54%
		Asian	479	1117	11	946	85%
		Hispanic	425	5334	27	3229	61%
		White	457	63880	243	51011	80%
		Multiracial	445	3329	15	2416	73%
		no resp	404	280	12	141	50%
<u>Graph</u> 2006-07 Mathematics	5	Native Am.	461	208	1	151	73%
		Black	430	9646	78	5283	55%
		Asian	507	1097	5	981	89%
		Hispanic	445	5260	37	3356	64%
		White	478	65428	271	53261	81%
		Multiracial	459	3013	12	2142	71%
		no resp	439	188	6	117	62%
<u>Graph</u> 2006-07 Mathematics	6	Native Am.	503	201	1	147	73%
		Black	478	10060	68	6124	61%
		Asian	553	1081	5	977	90%
		Hispanic	490	5063	29	3485	69%
		White	521	65357	155	55476	85%
		Multiracial	504	2933	13	2264	77%
		no resp	491	205	10	136	66%
<u>Graph</u> 2006-07 Mathematics	7	Native Am.	504	231	3	156	88%
		Black	480	10186	152	5522	54%
		Asian	579	1004	9	898	89%
		Hispanic	501	4841	53	3217	66%

Graph 2006-07 Mathematics	8	White	537	66257	310	54843	83%
		Multiracial	521	2607	23	1996	77%
		no resp	493	167	17	93	56%
		Native Am.	542	210	1	145	69%
		Black	500	10212	156	4330	42%
Graph 2006-07 Mathematics	9	Asian	607	916	3	787	86%
		Hispanic	520	4650	34	2552	55%
		White	566	67507	289	52185	77%
		Multiracial	543	2396	21	1592	66%
		no resp	525	233	19	133	57%
Graph 2006-07 Mathematics	10	Native Am.	552	248	19	136	55%
		Black	513	10068	577	3661	36%
		Asian	622	974	7	810	83%
		Hispanic	538	4455	160	2289	51%
		White	581	68401	1375	50453	74%
Graph 2006-07 Mathematics	10	Multiracial	559	2115	61	1299	61%
		no resp	504	382	54	120	31%
		Native Am.	592	208	3	118	57%
		Black	550	9604	588	3180	33%
		Asian	664	978	11	818	84%
Graph 2006-07 Mathematics	10	Hispanic	573	3971	150	1863	47%
		White	619	68072	1432	49140	72%
		Multiracial	602	1865	63	1149	62%
		no resp	577	1012	606	195	19%

. Results of groups with fewer than 10 students are suppressed

. Limited English Data were not available until 2000-01

. Free/Reduced Lunch Data were not available until 2001-02

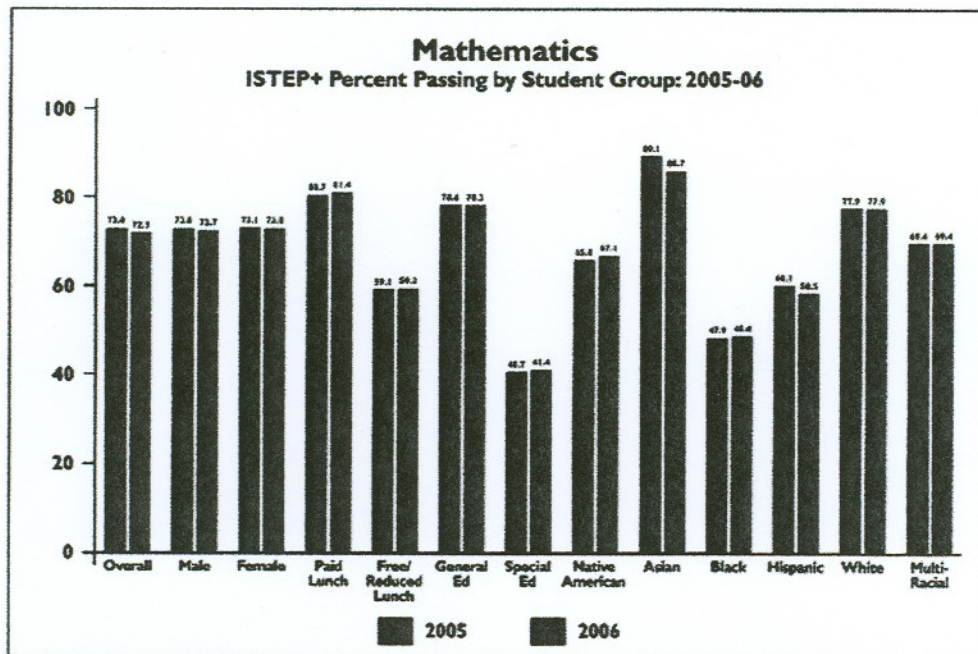
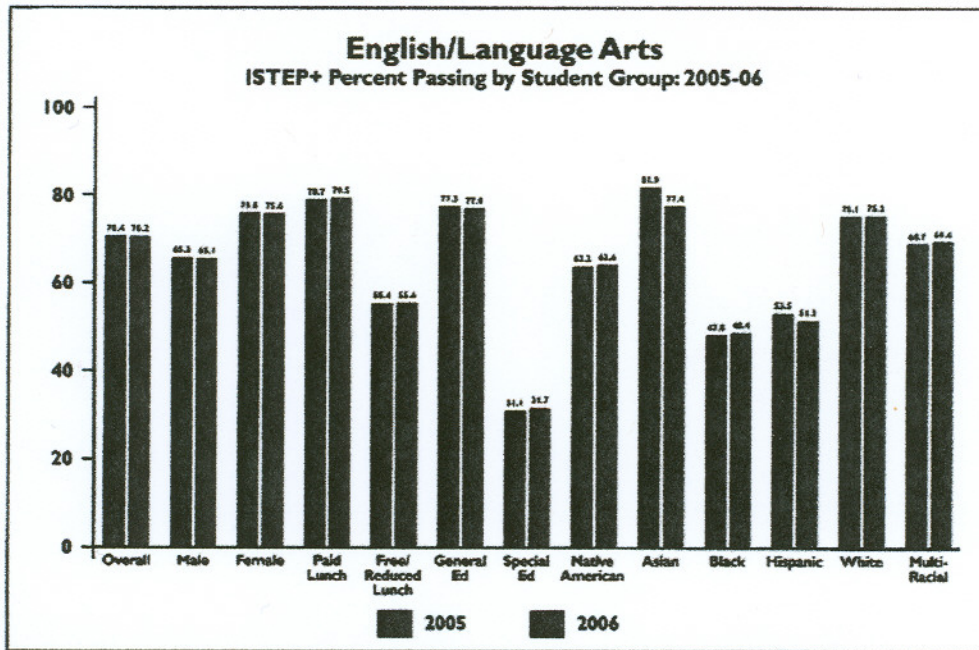
Ethnicity, Gender and Limited English information come from the ISTEP answer booklet and may not match other state reports

no resp=No Response (item not completed on answer booklet)

Indiana Accountability System for Academic Progress

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Appendix 4



Appendix 5

Significant Performance Data Points: Opportunities for Improvement for Native American Students in Indiana Schools

1. Statewide enrollment of Native American students, 2006 – 2007, was 0.026% (2755 out of 1,021,348). A student's ethnicity at enrollment is whatever the family claims it to be. No questions are asked. Self identification of ethnicity is nearly invisible to school administrators and policy makers.

School age children represent 16.5% of Indiana's total population. The U.S. Bureau of the Census' current estimate of total Native American population in Indiana is 42,000. Assuming consistent family size and age distribution, the total number of school age Native American children should be 6,918.

➔ For reasons which are as yet unclear, nearly 3 of every 5 school age Native American students are not identified by their parents as Native American when enrolling their children.

2. As a group, Native American students are in the middle of the pack when it comes to ISTEP performance. As a group, they score better than African American, Hispanic and multiracial students, but below white and Asian students.

3. Between the SAT and ACT tests, Native American students score better than other minority groups (other than Asian), but there is still a significant performance gap when compared to all non-minority students. Native American students tend to score better on the ACT than the SAT. As most colleges and universities accept either set of test scores, Native American students should be encouraged to take the ACT rather than the SAT. As the ACT measures achievement and the SAT measures aptitude, it stands to reason.

4. As a group, Native American students have the poorest attendance rates among all minorities and white students.

5. Only 2/3 of Native American students graduate from high school on time. This is slightly below state average (67.3% to 71.4%).

6. Native American students tend not to select the Academic Honors track in high school. Their overall performance slips from the 9th through the 12th grade in both Language Arts and Mathematics:

2005	62.2% passed English/Language Arts	
2006	63.6% passed English/Language Arts	(white = 74%)
2005	65.8% passed Mathematics	
2006	67.1% passed Mathematics	(white = 72%)

Appendix 6

Governor's Interstate Indian Council Conference Report September 19, 2007

Organized in 1947 by Governor Youngdahl of Minnesota, the Governor's Interstate Indian Council (GIIC) has worked with states to promote cooperation between states and their native people. GIIC is well regarded by Indian people, states, National Governor's Association and the U.S. Congress.

GIIC's goals and missions are:

1. To promote government-to-government relations between the tribes and their states;
2. To respect and recognize the sovereignty of federally recognized tribes and the states;
2. To support the preservation of traditional Indian culture, language and values;
4. To encourage socioeconomic development aimed at tribal self sufficiency.

33 Indian Affairs Commissions are members of the GIIC. Indiana is now the 34th member.

INAIAC was invited to send a delegation to the 48th Annual GIIC Conference in Lake Tahoe, Nevada, November 9-13. Per Chief Buchanan's request, Ray Gonyea and Brian Fahey attended. 50 people, 15 Indian Affairs Commissions, and 7 Nevada tribes were represented at the conference.

Commissioners Gonyea and Fahey had a straightforward agenda: learn everything they could about the past and current programs mounted in other states by their Commissions, learn whether the resources of the Commissions would help our Commission achieve its goals. We were interested in learning whether the member Commissions had created Native American programs to supplement grades K-5, and to learn about different outreach and public education methods being used elsewhere.

This is what was learned. Most of the tribes in other states are federally recognized. It is those tribes that have developed similar educational materials. The Executive Directors of the member Commissions volunteered to search out such materials for us with the tribes in their state. Similarly, public education programs are most often created at the tribal level, including radio stations (Southern Ute, Colorado), newsletters, and student produced documentaries on modern Indian life, culture and values. Again, the member Commissions offered their active assistance in helping us identify materials which might be used or adapted for our public education purposes (using public television and community programming slots on cable outlets as our venue). On outreach, every Commission said they have fully functioning websites, seek alliances with tribes and Indian organizations, participate in a variety of events at which their stories can be told, and distribute informative materials to native and non-native people alike.

Respectfully submitted,

Ray Gonyea
Brian J. Fahey